Grade – Level Data Collection: Kindergarten Team

January 17th, 2011

1. Discuss where you are as a group. What’s going well? What’s not? What stumbling blocks are you encountering? Etc…

**For those that have adequate help kid writing is going well. The biggest challenge is having enough time to practice and master skills that have been taught.** I agree. We need more time. We need full day kindergarten, so we can extend writing time and literacy time in general. Keep the faith…we will get there. I promise!

2. List all the ways you gather assessment information.

**Letter/Sound check lists, phonemic awareness inventory, writing rubrics, oral math assessments, high frequency word checklist, coloring/cutting assessments.** What about when you talk with students about their writing? You can gather lots of information about them during 1:1 conference sessions.

3. Why is it important that students gather in a common place to receive their mini lesson?

**It is important that the students gather in a common place to receive their mini lesson because then the students all exposed to the same skills regardless of their level.** Yes. Also, remember it is so important that students to get in the habit of a familiar routine of coming to a meeting area and focusing on the teacher. This time also gives students the opportunity to work with a partner under your direction.

4. What makes assigning writing partners ad important piece of the lesson?

**Not available at the time.** Does this mean that you do not ask students to work with a partner?

5. What things are you finding particular stressful during conferences with students.

**The productivity of the rest of class while conferencing with other students.**

6. What would you like Carl to specifically address during our session with him on August 14th?

**How writer’s workshop works and looks in kindergarten.** Good idea. Plus, you will get some ideas from Becky when you visit.

7. Think about and discuss how the nest year will be different and what you will do differently for students since they have had a full year of writer’s workshop?

**Not available at this time.**  Think about what the transition to writer’s workshop will look like.

8. Make some serious decisions about who will represent your grade-level team this summer during the writing institute. Some people have already come forward and committed to attending. Discuss this and share this with the group so everyone is aware and communication throughout the team is on going.

9. Complete the following chart to further describe each teacher’s need(s) for support. Label with I = *Immediately*, S = *Soon,* or L = *Later.*

|  |  |
| --- | --- |
| **Teacher’s Name** | **Area of Need** |
| Lisa Decker | More information about and opportunity to visit ALL DAY kindergarten class – [I] (this is also an all grade level request) |
| Lisa Nesbit | Enough time to practice and master skills [L]with full day kindergarten |
| Lisa Ferster | More help with Kids Writing [L] with the full day Kindergarten |
| Deanna Harvey | Enough time to practice and master skills [L] with full day kindergarten |
| Trudi Reitz | Quality and quantity of Title I Reading Support [I] |
| Deanna Stock | A place to sort all day kindergarten on time due to lunch schedule Ex. Library [I] |

10. Work on your grade – level To – Do List, which will help keep your group progressing through needs so that each time your team has an opportunity to work together you know exactly what you will do to keep moving forward.

- Full Day Kindergarten Schedule

- Revise Report Card for Kindergarten